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NOTES

THE report of the Committee on secondary Schools made to the National Council of Education at Milwaukee contains many interesting conclusions, but is open to criticism on a number of grounds. The first ground of criticism is the fact that the statistics are based upon the high schools of forty-six cities only. It need hardly be pointed out that no conclusions can be regarded as conclusive which do not rest upon a broader foundation than this. In the course of the report the statement is made, that the North and the East, with few exceptions, tend to co-education, but the South and the West to the opposite. We fancy this will be news to a great many high-school teachers North and East, South and West. The following is the summary of the conclusions :

1. The function of the high school is twofold (a) preparation for life, (b) for entrance into college.
2. The practice of the high schools show that both are feasible.
3. High schools are increasing in popular favor.
4. Secondary instruction is an essential part of public education.
5. High school attendance is not as large as it should be.
6. Opposition to high schools is growing less and less year by year.
7. The tendency is to reduce the number of courses of study in the high schools.
8. High schools generally are furnished with good libraries.
9. Physical culture is favorably considered as an essential part of the instruction in high schools.
10. Co-education is practiced in the majority of high schools, but there is growing sentiment in favor of separation.
11. The methods of promotion and graduation are various.

It can hardly be said that many of these conclusions are new, though most of them are good. A thorough study of the condition of the high schools of the country, based upon returns from a thousand schools, rather than half a hundred, is still greatly to be desired, and it ought to be undertaken on different lines from those followed in the report to the National Council.

THE fourth annual report of the Inspector of State High Schools for the state of Minnesota, covering the school year ending July 31, 1897, has just been issued. The report contains the following interesting facts : Four years ago, 77 schools were on the state list, whereas this year there have been 99. Eighty-seven of the 99 high schools have improved their high-school quarters during the period of four years either by building new buildings, enlarging or refitting. Nearly all the schools are enlarging their special and general libraries. An interesting experiment has been tried in the manufacture of physics apparatus for high schools by the State Prison, at a low price, repre-

senting cost of material and a nominal charge for labor. The total value of orders reported is \$1901, and the total number of pieces supplied, 3254. The enterprise has proved successful and satisfactory on the whole. Instructors throughout the state have made suggestions freely, a new list has been made out, and the prison inmates are again at work on apparatus for delivery and use during the ensuing year. The total enrollment of high-school students was 11,218. There are 72 graded schools doing high-school work. The report discusses in helpful and scientific way methods of instruction in all high-school subjects, making the pamphlet a valuable pedagogical manual for the high-school teachers of the state. The following principles to govern a course in reading are worth reading themselves:

1. English classics should be made part of the daily programme for twelve years.
2. The arrangement of the course should facilitate consecutive training to get and appreciate thought.
3. Both poetry and prose, the central thought of which is easily apprehended, should be introduced early, even though it may be suitable for mature study. In the study of literature the central thought should be apprehended first. The subordinate and auxiliary thought should be apprehended first. The subordinate and auxiliary thought should be apprehended afterward in such detail as may be wise. Young pupils can get and appreciate the doctrine of "The Birds of Killingworth." They ought to have the poem simple and unadulterated.
4. Regard should be had to the stage through which the reader's mind is passing. "Hans in Luck" and "Emerson's American Scholar" are equally appropriate each at the right time. The culture epoch theory has sound philosophy in it.
5. Literary wholes should be read that their parts may be effective.
6. Whatever kind of reading young people like should be represented and be represented by the best of the kind.
7. Time should be given only to literature of permanent merit.
8. A course should be sufficiently flexible to consult the inclinations of instructor and students.
9. Moralizing should be diligently eschewed in favor of weighing character and motives.
10. Ethical content found in "Jack the Giant Killer" as well as in "Sesame and Lilies" should not exclude but should predominate all other considerations.
11. A course in English classics should give delight and develop intellectually, but its supreme end is to create standards of conduct and to move young people to their attainment.
12. If by empirical edict but one subject might be taught in public schools, that subject in an advanced civilization ought to be its native literature.

THE *Journal of School Geography* for September has a helpful article by Professor W. M. Davis on Topographic Maps of the United States, and the conclusion of Mr. R. H. Cornish's contribution on Laboratory Work in Elementary Physiography. The latter article is of special practical help to teachers, as it describes what the author actually did with a class last year.

Inspector Aiton has commended himself to the educational public generally as the right man in the right place. This report certainly will add to that conviction.

MR. ANDREW G. PEARSON has published, through D. C. Heath & Co., a book on Freshmen Composition, in which he sets forth the method of teaching English that has been so successfully pursued in the Massachusetts Institute of Technology.

THE Bibliography for use in Framing Classical Programmes for Secondary Schools by Professor I. B. Burgess, which was announced for this number of the SCHOOL REVIEW has been reserved to form a part of a special classical number for November.

TEACHERS of geometry will find profit and diversion in the "Famous Problems of Elementary Geometry,"—an authorized translation of a course of lectures by Professor Klein, the translators being Professor Beman of the University of Michigan and Professor Smith of the Michigan State Normal School. The work is published by Ginn & Co.

The same firm has in preparation "Historic Houses and Spots in Cambridge, Mass., and nearby towns," by J. H. Freese.

"Shakespeare Note Book," by Professor Chas. W. Kent, has a special feature,—ruled pages for notes on each play. These pages provide for notes on the title, subject, theme, plot, history, construction of the play, and for notes on other questions. (Ginn & Co.)

NEW PUBLICATIONS

SCIENCE AND PHILOSOPHY

Elements of Chemistry. By Rufus P. Williams, in charge of the Chemical Department of the English High School, Boston, and author of "Introduction to Chemical Science," "Chemical Experiments, General and Analytical," and "Laboratory Manual of Inorganic Chemistry." 5 x 7½ in.; p. 412. Ginn & Company.

A Text-Book of Physics, Largely Experimental, including the Harvard College "Descriptive List of Elementary Exercises in Physics." By Edwin H. Hall, Ph.D., Professor of Physics in Harvard College, and Joseph Y. Bergen, A.M., Instructor in the Harvard Summer School of Physics, and Junior Master in the English High School, Boston. Revised and enlarged. Size, 5¼ x 7½ in.; pp. 596. Henry Holt & Co.

Laboratory Work for Beginners in Botany. By William A. Setchell, Ph.D., Professor of Botany in University of California. 5 x 7 in.; pp. xiv+199. The Macmillan Co.

An Introduction to Geology. By William B. Scott, Blair Professor of Geology and Palæontology in Princeton University. 5½ x 8 in.; pp. xxvii+573. Price \$1.90. The Macmillan Co.